DOCUMENT RESUME

ED 187 071 EC 124 336

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TITLE Follow-Up Study of Work Study Graduates in Special Education Programs Located in the Eastern and Central Zones of Heartland Area Education Agency.
INSTITUTION Heartland Education Agency, Ankeny, Iowa.
PUB DATE Mar 79
NOTE 58p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-78). One table will not reproduce clearly because of small print.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Community Resources; *Economic Status; Exceptional Child Research; Graduate Surveys; High Schools; *Job Training; *Mild Mental Retardation; Program Evaluation; *Social Adjustment; *Vocational Adjustment; *Work Experience Programs

ABSTRACT

The study was undertaken to investigate the post high school status of 76 mildly retarded graduates (1974-78) of the work/study programs of the eastern and central zones of the Heartland Area Education Agency. Interviews of the Ss yielded data which were analyzed in four main categories: social adjustment, community resources, vocational adjustment, and economic adjustment. Among findings were that 18% of the graduates were married (none were divorced), 63% were living with parents, and over 87% had not taken any academic consumer education or apprentice training following completion of high school. Ss' ratings of level of preparation for employment indicated that most Ss felt the program was either greatly helpful or somewhat helpful in all areas surveyed. Three fourths of the graduates found work through their work/study teacher, and 69% of the graduates were currently employed. The largest percentage of males were paying most of their living expenses, and the largest percentage of females were paying none of their expenses. Among eight recommendations was that more cooperation among parents, schools, and community agencies is needed to develop activities leading to student knowledge and practice of acceptable social skills. The survey instrument and a list of current occupations of graduates are appended. (PHR)

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HEARTLAND AREA EDUCATION AGENCY

Follow-up Study of Work Study Graduates in Special Education programs located in the Eastern and Central zones of Heartland Area Education Agency

by
Richard A. Lussie
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Ed O'Leary

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March 1979

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Follow-Up Study of Work Study Graduates in Special Education Programs Located in the Eastern and Central Zones of Heartland Area Education Agency

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ABSTRACT

This study was undertaken to investigate the post-high school status of graduates of the Work-Study Programs in the Eastern and Central Zones of Heartland Area Education Agency.

Aspects considered in the study included employment, adaptation to the community, and use of community resources. Results of the study will be used as part of the continuing effort to improve the effectiveness of work-study programs for mildly mentally disabled students.

The study was intended to serve as a pilot study that could provide a procedural and methodological framework which could be used for all similar programs within Heartland AEA 11.

ACKNOWLEDGEMENTS

Follow-Up Study of Work Study
Graduates in Special Education Programs
Located in the Eastern and Central
Zones of Heartland Area Education Agency

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Section I

INTRODUCTION

A. Background Information

Attaining economic efficiency is one of the four major objectives in the education of all children (Educational Policies Commission 1938). Within this statement, the development of social and occupational vocational competency have become a major force in the planning, operation and evaluation of secondary level programs for mild mentally disabled students. Preparing these students for adequate adjustment to the following areas: vocational, social, economic and the use of community services, are major goals for special education today.

In light of these goals, the need was identified by the Des Moines Independent Community School District to conduct a follow-up study of Work Study graduates. This need rests upon the following assumptions.

(1) Continued change in special education teaching techniques and an ever changing society, dictate the need to assess educational programming for Work Study students.

(2) Periodic evaluation is crucial in determining program direction. With data on former Work Study Program graduates, special education personnel will be able to draw conclusions, determine needs, and implement program change as needed.

(3) Graduates are the product of Work Study Programs. An analysis of their adjustment to the community will permit program evaluation and re-direction of the program as needed.

This proposal was then submitted to Heartland Area Education Agency (AEA 11) to determine whether the follow-up study could serve as a pilot project incorporating all graduates of Work Study Programs in Polk and Jasper Counties.

A survey instrument was devised and validated during the spring of 1978. The interviews were conducted in the summer of 1978.

B. Purpose of the Study

This study was undertaken to determine where adjustment to adult society is adequate and where it is not adequate. Aspects to be considered in the study included vocational, social and economic adjustment, and the use of community services. The results of this study will be of assistance in intensifying efforts to modify and improve the Work Study curriculum.

C. Review of the Literature

Many conclusions have been arrived at by many different means with regard to adjustment to adult society by the mild mentally disabled. The studies gleaned from the literature from the mid-60s to the present mainly dealt with the unemployment rate as an indicator of successful adjustment. The range of unemployment for Work Study graduates was from 3% (Titus, 1973) to 44% (Brolin, 1975). Titus used an N of 35 while Brolin had an N of 80. Spellman in 1968 reported a range from 14% to 52% of the mentally disabled public school graudates being unemployed. However, this was not dealing specifically with graduates of Work Study programs (Chaffin et. al. 1971). Cobb (1972) reviewed the literature on unemployment figures of special education and vocational programs of the 50s and 60s. He found unemployment ranging from 10% to 38%.

When mentally disabled graduates of Work Study programs were compared to mentally disabled graduates of other non-Work Study secondary programs, the results usually showed the Work Study graduate as being more successful (McPherson and Stephenson, 1964; Dearborn, Michigan, 1970. Chaffin et. al. 1971; Brolin 1975). Table 1 shows various studies with unemployment figures either stated in the study or surmised from it.

The next highest indicator of success reported in studies reviewed was that of wages earned. From 1967 to the present, the minimum wage has risen from $1.00 per hour to $2.90 per hour. Table 2 shows the rate from 1967 to the present (U.S. Department of Labor).

Information concerning wages earned is consolidated in Table 3 according to individual studies.

In a number of studies successful adjustment was viewed as a continuum. The success of 282 graduates reported by Deno (Cobb, 1972) in the Minneapolis school program of the mid-60s in generalized categories is shown in Table 4.

Doleshal and Jackson (1970) noted the percentage of employment from closure to follow-up. See Table 5.

Brolin (1975) noted the percentage of employment after leaving school. He found 28% were employed 70% or more of the time, 36% were employed less than 30% of the time, and 50% were employed less than 50% of the time.

Absence from the welfare roles was a criteria of success reported only once in the studies reviewed. In this study, Reiter (1967) reported 20% received welfare payments. This compared to 4-5% of the total population (World Almanac, 1975).

Another indicator concerning law violations by Peck and Stephens (1968) is summarized in Table 6.

Section II

METHODOLOGY

A. Subjects

The study consisted of 76 subjects who had graduated from Work Study programs for mild mentally disabled students during the 1973-74, 1974-75, 1975-76, 1976-77 and 1977-78 school years. The subjects all resided at the time of graduation in Polk and Jasper Counties. The high school Work Study programs were located in eight school districts and included eleven different attendance centers.

The certified graduates were identified by the local school registrar or Heartland AEA. All graduates for the years 1974-78 were surveyed by attendance areas outside of Des Moines. Because of the number of subjects, a stratified random sample was used according to attendance center, year graduated and sex for the four high schools in the Des Moines School District.

The data in Table 7 presents a breakdown of the number of graduates who participated in this study by attendance center and year graduated. Of the 76 graduates surveyed, 57% were male and 43% were female.

B. Survey Instrument

The instrument selected was an interview oriented questionnaire designed specifically for this study. Face validity was established on all questionnaire items by a planning committee consisting of Work Study personnel and special education administrators from the Des Moines Schools and Heartland AEA.

The survey instrument consisted of eighty questions categorized into nine sub-groups. These sub-groups were:

(1) Control Information
(2) Marital Status
(3) Housing/Mobility
(4) Military Service
(5) Educational Information
(6) Work Experience
(7) Post High School Training
(8) Current Employment Status
(9) General Information

The more specific questions were validated by the planning committee and accepted on the basis of their compatability with the purposes of the study and the useability of the information toward the improvement of educational programming. A copy of the survey instrument is contained in the Appendix A.

C. Procedures

The interview method of data collection was employed. Control information on each graduate was obtained from the school or Heartland AEA records and categorized in relation to the attendance center and in relation to the year graduated. The data was then transcribed on the control information section of each questionnaire.

The interviewers employed for this study were a Social Worker and Mental Disabilities Consultant from Heartland AEA and a Mental Disabilities Consultant from the Des Moines Public Schools.

The data were collected through one to three hour in-depth interviews over a three month period. Every effort was made to contact the graduate personally using the questionnaire as the interview format. Neighbors and friends as well as former employers were contacted for assistance in locating the more mobile portion of the graduate population.

All interviews were conducted between June and August of 1978.

D. Treatment of Data

Data were gathered in order to determine where adjustment to adult society was adequate and where it was not adequate. Certain areas under investigation required questions and consequent responses of an open ended nature. Analysis, therefore, was primarily descriptive for those type of responses.

Where possible, results were tabulated and presented in table or graph form. In order to quantify and condense the obtained results for that which it was plausible to do so, categories were formulated and the data were collapsed. Percentages and arithmetic means were then calculated in order to arrive at some measures of central tendencies for the population studied. While statistical techniques were not used, the treatment of the data was judged satisfactory for the expressed needs of this study.

The Data Analysis (Section III) presented elsewhere in this study will provide an explanation of the tabled and graphic data as well as any corresponding interpretation judged warranted by the authors.

Specific Limitations of the Study

1. Students composing the population under investigation were mild mentally disabled students who completed their high school requirements through Work Study Programs and does not include dropouts or students who did not graduate.
2. No similar comparative study exists for non-work study students for this region.
3. A stratified random sample was used for the four Des Moines schools.
4. The usefulness of the study's results is limited to the degree by which the survey instrument was both valid and reliable. Difficulty may have been encountered in subject responses to sensitive questions relating to employment status, financial matters, arrest records and the like.

Section III

DATA ANALYSIS

The following is a summary of the data obtained during the incerviews of the graduates from the secondary MDE programs identified in Table 7. Table and graphic presentation of some of the data is utilized to help the reader better understand, visualize and compare the data. A written summary of the data is included when tables and graphs are not utilized.

The data is categorized into four main headings:

I. Social Adjustment

II. Community Resources

III. Vocational Adjustment

IV. Economic Adjustment

In addition to the summary of the data for all graduates (N=76), the data was analyzed using the variables 1.) sex, 2.) year graduated and is reported where it was felt, by the authors, to be significant. Not all graduates responded to each question, thus all totals do not equal 100%.

Inferences, recommendations and conclusions are found in Section V.

I. Social Adjustment

A. Marital Status

B. Housing

C. Law Violations

D. Vacation from Work

E. Membership in Clubs/Organizations

F. Mainstreaming During High School

G. Non-Academic Social Participation During High School

A. Marital Status

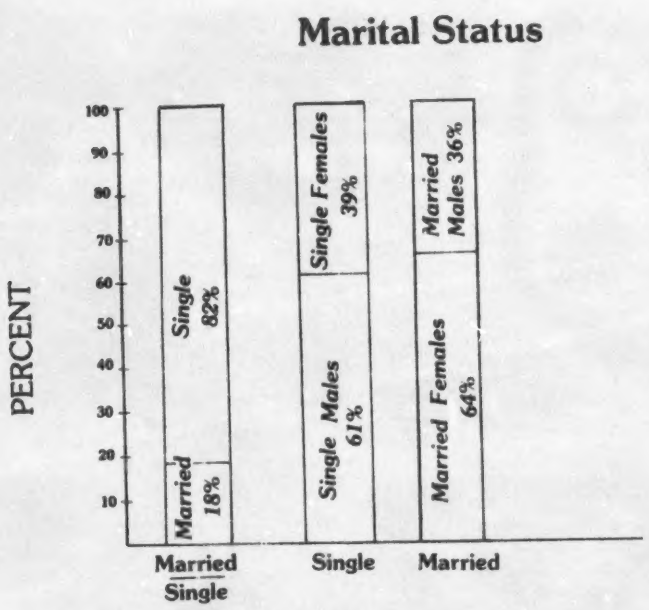

FIGURE 1

Eighteen percent of the graduates were married and none were divorced. The majority of the males were single (61%), while the majority of the females were married (64%). Of those married, the largest percentage were 1974 graduates who had been married two-three years, had one child and met their spouse through family or friends.

The majority of the single graduates seldom or never dated (60%) with the largest percentage of those being 1977 graduates. Only 20% of the single graduates had a steady or dated frequently.

B. Housing

N=76

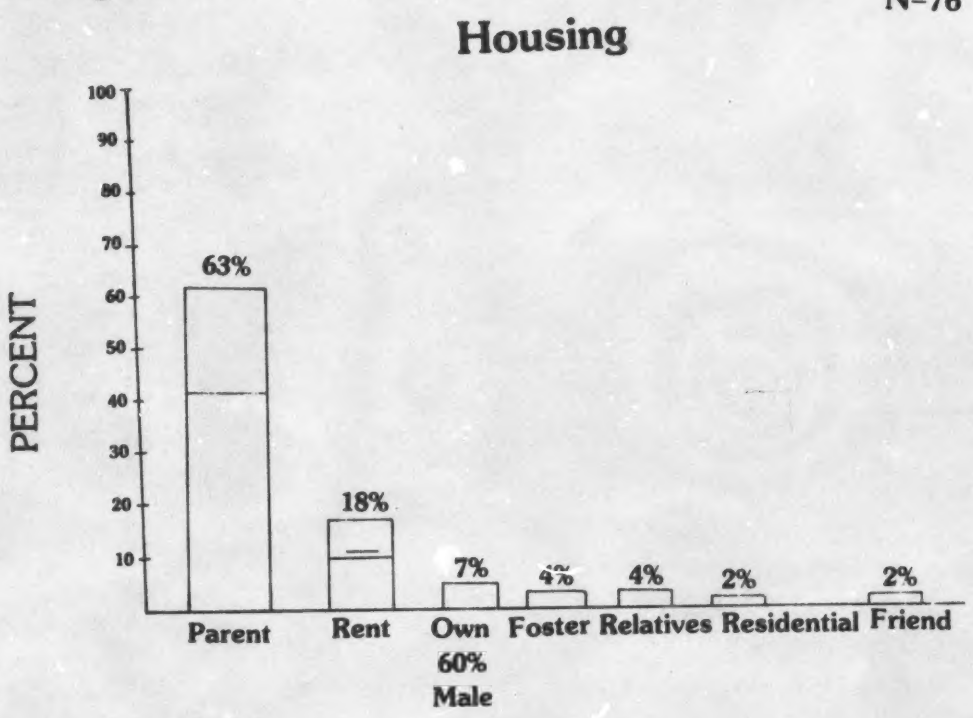

FIGURE 2

Most graduates lived with their parents (63%), and the majority of those were male 63%. The majority of the 1974, 1975 and 1976 graduates lived with their parents while less than half of the 1977 graduates (42%) lived with their parents.

Eighteen percent of the graduates rent (most of those being male 56% and most being 1977 graduates). Seven percent own their own home, four percent live in foster homes, four percent with relatives, two percent in residential settings and two percent with a friend.

C. Law Violations

The majority of the graduates (95%) had no record nor had been arrested since graduation. Of the 5% who were arrested, all were male and were minor violations.

D. Vacation from Work

There were three predominant responses for "What did you do during your last vacation time from work?": 1) trips outside state 26%, 2) no vacation 25% and 3) stayed at home 25%. The majority 63% of those who had

no vacation were females, while there was a similar percentage for both males and females who stayed home or took trips outside of the state. The most mobile group were the 1976 graduates where 70% either took trips out of the city or state during vacation time.

E. Memberships in Clubs and Organizations

Only 13% of the graduates belonged to any clubs or organizations. The males (16%) were slightly more active in comparison with the females (9%).

F. Mainstreaming During High School

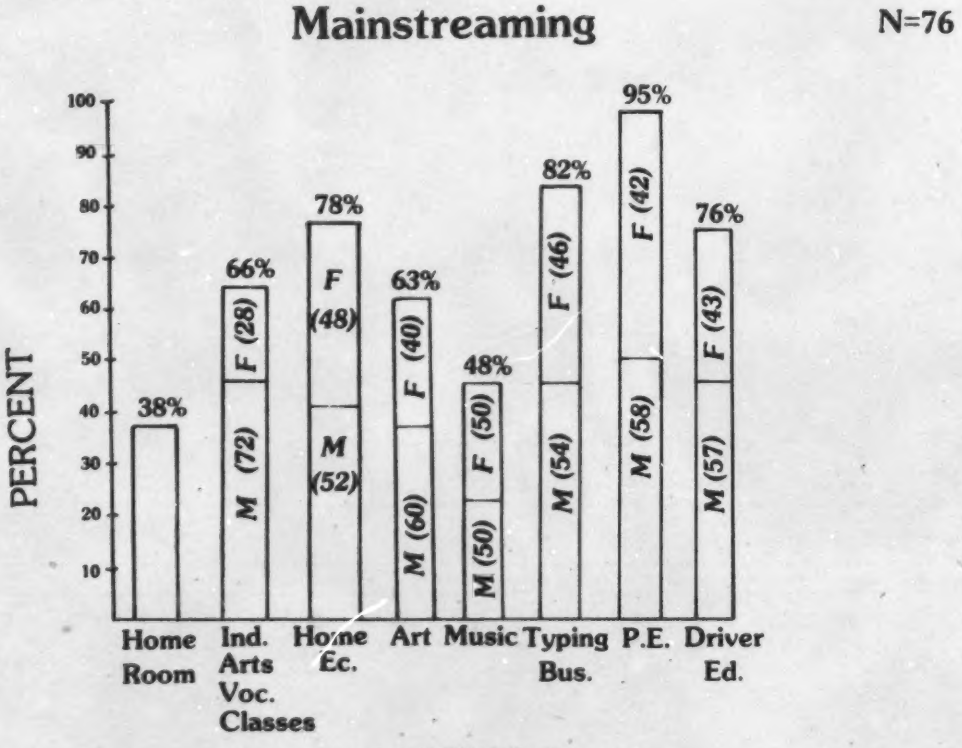

FIGURE 3

Graduates were asked if they were enrolled in classes (see Figure 3) with non-special education students during high school. The following percentages reflect those students who were enrolled.

1.) Home Room - 38%. The low percentage was not felt to be significant because of the trend away from "Home Rooms" at the high school level.

2.) Industrial Arts/Vocational Programs - 66%.

3.) Home Economics - 78%.

4.) Art - 63%.

5.) Music - 48%.

6.) Typing/Business - 82%.

7.) Physical Education - 95%.

8.) Driver Education - 76%.

The only significant difference by male and female was in Industrial Arts/Vocational Programs where there was participation by 72% of the males and only 28% of the females. There was no significant difference by year graduated.

G. Non-Academic Social Participation During High School

The graduates were asked about their non-academic participation during high school. There were three areas that were reviewed: 1.) school clubs, 2.) sporting events and 3.) school dances. The majority of the graduates either did not attend or participate in any of these activities. The following is a breakdown by each area and reflects, by percentage, those who did not attend or participate:

1.) Clubs or organizations - 95%.

2.) Football/basketball games - 60%/70%.
Of those attending these events, most were males.
Also, we saw a steady decrease in participation from 1974 through 1977.

3.) School dances - 89%. There was no significant difference for male/female or year graduated.

II. Community Resources

A. Post High School Training

B. Use of Vocational Rehabilitation Services Since Graduation

A. Post High School Training

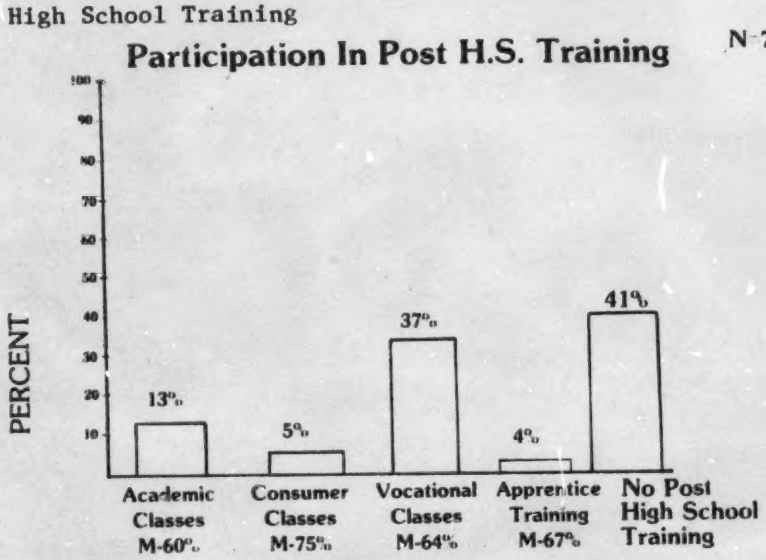

FIGURE 4

The majority of graduates had little or no post high school training. Overall 87% to 97% had not taken any academic, consumer education or apprentice training following completion of high school. The area of greatest participation was in vocational classes where 37% had some involvement. The following is a breakdown, by percentage, of those who had training in the areas listed:

1.) Academic Classes (e.g. math, reading, G.E.D.) - 13%. Most of those (60%)were males and 50% of them were 1975 graduates.

2.) Consumer Education Classes (e.g. managing finances, wise buying, selecting and managing home, apartment, etc.) - 5%. Again, most were males, but overall it was not felt to be significant due to the small number.

3.) Vocational Classes (e.g. how to get a job, interviewing techniques, etc.) - 37%. Again, most (64%)were males. No significant difference was noted by year graduated.

4.) Apprentice Training (e.g. training leading toward a skilled trade) - 4%. Sixty-seven percent were male.

B. Use of Vocational Rehabilitation Services Since Graduation

N=76

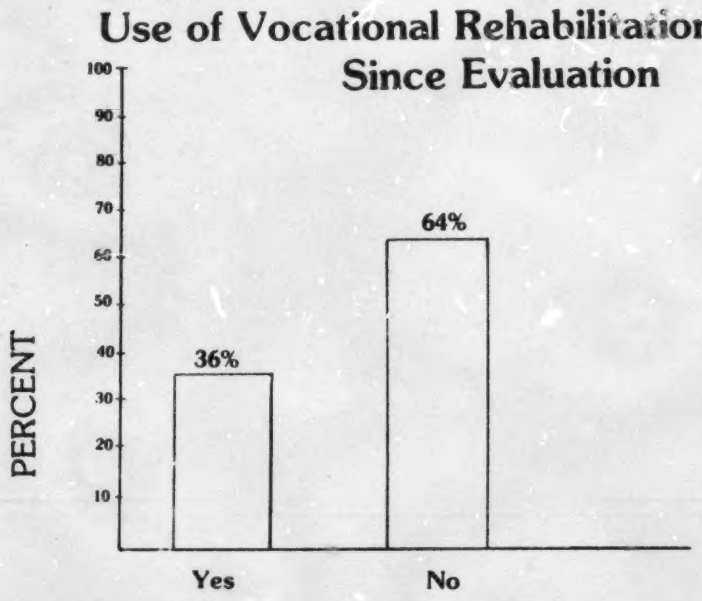

FIGURE 5

A minority of graduates (36%) had any involvement with Vocational Rehabilitation since graduation. There was no significant difference between male and female or by year graduated. A point of interest which was not covered on the questionnaire but was noted by the interviewers was that a large number of graduates were not aware that Vocational Rehabilitation services were available to them.

III. Vocational Adjustment

A. In School Daily Living Skills

B. Preparation for Employment

C. Work Experience Placement

D. Different Jobs During High School

E. Paid Jobs During High School

F. Currently Employed

G. How Graduates Found Their Present Job

H. Hours Worked Per Week

A. In School Daily Living Skills

The graduates were asked "How helpful do you feel your school program was in preparing you in: 1.) General homemaking skills, 2.) Functional reading, 3.) Handling money and finances?" The graduates could respond either 1.) greatly helpful, 2.) somewhat helpful, 3.) only a little helpful and 4.) not helpful.

The responses were: 1.) General homemaking skills - responses were evenly distributed with most (55%) feeling it was greatly to somewhat helpful. 2.) Functional reading - the majority (77%) felt the program was greatly to somewhat helpful in this area. The largest percentage at both extremes greatly helpful and not helpful were male (60%) and (83%) respectively. Also, it was noted that there was a decreasing percentage of those who felt the program was greatly to somewhat helpful from 1974 (100%) to 1977 (68%). 3.) Handling money and finances - the majority 65% also felt the program was greatly to somewhat helpful. No other significant differences were noted.

B. Preparation For Employment

N=76

RATINGS Of Program In Preparation For Employment

Ratings of Helpfulness in Preparation for the World of Work	A Getting Ready for Full Time Employment	B Building Confidence as a Worker	C Learn to get along with boss	D Learn to get along with fellow workers	E Learn to get along with strangers	F Learn skills needed on present job	G Helping get a job	H Preparing as a worker
Greatly Helpful	49%	54%	63%	61%	36%	43%	47%	59%
Somewhat Helpful	29%	28%	21%	26%	37%	13%	29%	24%
Only a Little Helpful	9%	10%	7%	4%	12%	12%	9%	8%
Not Helpful	5%	5%	4%	3%	13%	8%	12%	7%
Not Applicable	8%	3%	5%	6%	2%	24%	12%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 6

The graduates were asked how they felt about the secondary program in relation to their work experience and preparation to the work world. "How helpful was your work experience during school in ...

1.) Getting ready for full time employment

2.) Building confidence as a worker

3.) Learning to get along with the boss

4.) Learning to get along with fellow workers

5.) Learning to get along with strangers

6.) Learning skills needed on present job

7.) Helping you to get a job

8.) Preparing you as a worker."

The graduate could respond either 1.) greatly helpful, 2.) somewhat helpful, 3.) only a little helpful and 4.) not helpful. Overall the majority of graduates felt the program was greatly to somewhat helpful in preparation in all of the areas. The four highest ratings were: 1.) learning to get along with fellow workers, 2.) learning to get along with the boss, 3.) general work preparation and 4.) building confidence as a worker. The four lower ratings, but still greatly and somewhat helpful were: 1.) getting ready for full time employment, 2.) learning to get along with strangers, 3.) helping get a job, 4.) skills needed on present job.

In comparing the year of graduation, there were two areas in which the 1976 graduates did not rate as high; they were in learning skills needed on present job (41%) and helping you to get a job (41%).

C. Work Experience Placement

Individuals Responsible For Work Experience Job Placement N=76

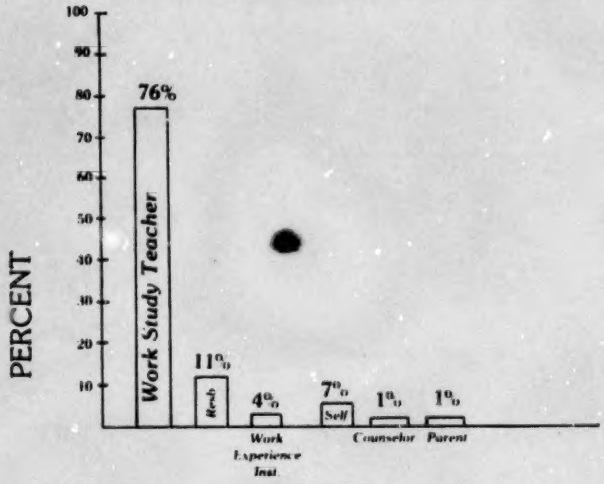

FIGURE 7

The graduates were asked who found and placed them in jobs during their high school program. The following is a list of those responsible and ranked by percentage according to responses.

1.) Work-study teacher - 76%
2.) Vocational Rehabilitation Counselor - 11%
3.) Self-initiated - 7%
4.) Work-experience Instructor - 4% (unique only to Des Moines in this survey)
5.) High School counselor - 1%
6.) Parent/family - 1%

The only other difference noted was in the variable "by year graduated" where there is a decrease in placements for work-study teacher and an increase in work-experience instructor for 1976-77. This is believed to be the result of the Des Moines District initiating the work-experience instructor concept beginning in 1976.

D. Jobs During High School

The majority of graduates (74%) worked in one or two jobs during high school while 21% worked in three to four jobs and 3% worked in 5 or more.

There was a significant trend towards the one and two jobs only during high school from 1974 through 1977 as the following figures indicate:

Year Graduated	1974	1975	1976	1977
One or Two Jobs Only	40%	74%	88%	90%

E. Paid Job as Part of High School Program

The majority of graduates had a paid job as part of their high school program (97%). Most of the graduates (50%) started working when they were juniors and 30% started when they were sophomores. Of those starting work as sophomores 61% were males. There was no significant difference between male and female at the junior level or by year graduated.

The school related job was the first for most of the students (72%).

F. Currently Employed

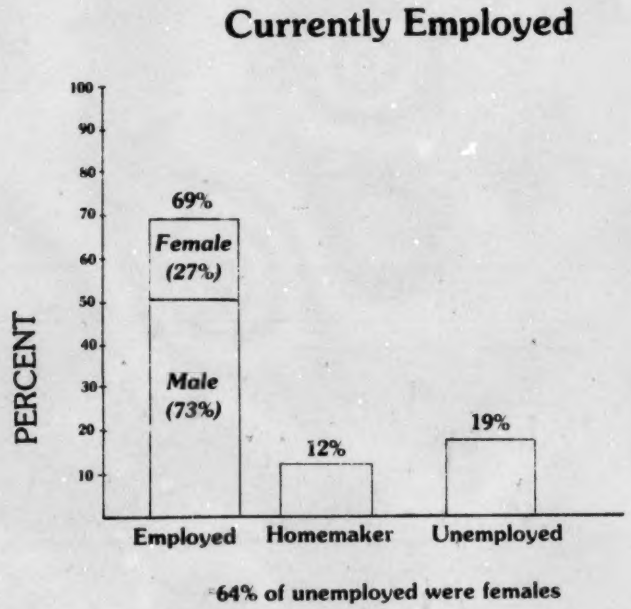

FIGURE 8

The majority of graduates were currently employed (69%) with 73% being male. Homemakers totaled 12% and when added to employed shows a percentage of 81% currently employed or homemakers and 19% unemployed. In comparing by year graduated, there was a significant difference for 1977 graduates when compared to the other years. When combining currently

employed and homemakers, the 1974, 1975 and 1976 graduates range from 74% to 78% while the 1977 graduates show 94% in the currently employed and homemaker status.

G. How Graduates Found Their Present Job

The graduates who were presently employed found their jobs through various sources. Fifteen percent found their job through RESB, 14% through family, 13% through friends, 11% through self-initiated, 8% through the work-study teacher, 5% newspaper and 5% through an employment agency.

In comparing by year graduated there was no consistent pattern. For 1974 graduates, the highest percentages were shared by RESB, parent and friend - each 20%. In 1975 the greatest percentage of graduates found their job through the work-study teacher (24%). In 1976 the greatest percentage of graduates found their job through parent (24%). The greatest percentage of 1977 graduates found their jobs through the work experience instructor and friends (21%).

H. Hours Worked Per Week

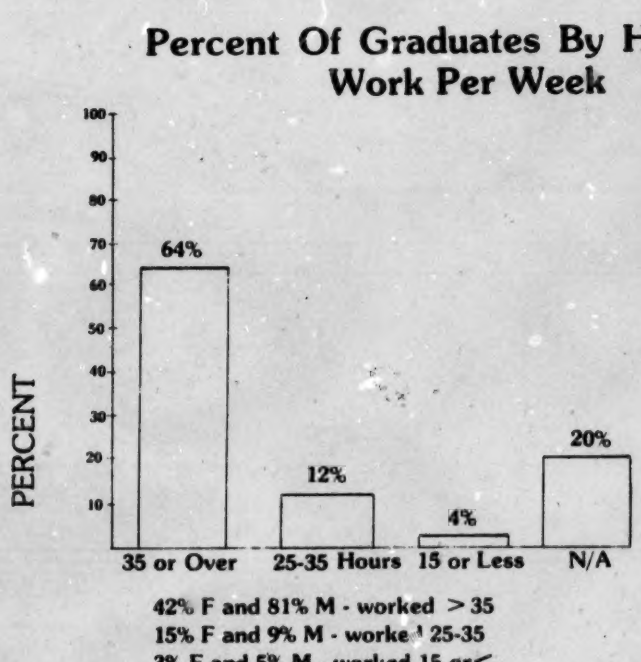

FIGURE 9

The majority of graduates who were employed were working 35 hours or more per week (64%). Twelve percent were working 25-35 hours per week and only 4% were working less than 15 hours per week. In comparing males and

females, we found 42% of the females and 81% of the males worked 35 hours or more, 15% of the females and 9% of the males worked 25-35 hours and 3% of the females and 5% of the males worked 15 hours or less.

A significantly larger percentage of 1976 and 1977 graduates were in the 35 hours or more category (73%-76%) as compared to 1974 and 1975 graduates (53%-56%).

IV. Economic Adjustment

A. Assistance

B. Hourly Wage

C. Rent Amount

D. Living Expenses

E. Automobile

F. Mobility To and From Work

G. Savings and Checking Accounts

A. Assistance

More graduates were receiving some type of assistance (24%) than the general population when compared to the national statistics of 4%-6%. Assistance was defined by the respondent and included such things as A.D.C., SSI, food stamps. When compared by year graduated, a larger percentage of those receiving assistance were 1976 graduates (39%).

B. Hourly Wage

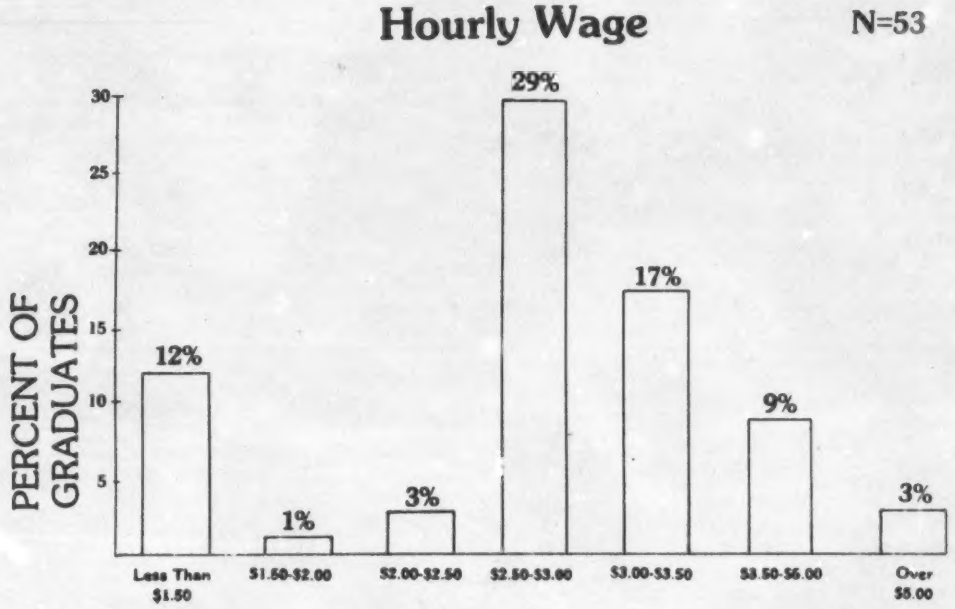

FIGURE 10

Hourly wage varied from less than $1.50 an hour to over $5.00 an hour. The largest number of subjects earned from $2.50 to $3.00 an hour (gross income $5-$6,000) (29%), next was $3.00-$3.50 an hour (gross income $6-$7,000) (17%), then less than $1.50 an hour (gross income less than $3,000)(12%), $3.50-$5.00 an hour (gross income $7-$10,000)(9%), $2.00-$2.50 an hour (gross income $4-$5,000)(3%), over $5.00 an hour (gross income over $10,000)(3%) and $1.50-$2.00 an hour (gross income $3-$4,000)(1%). Overall 45% of the graduates were making $3.00 an hour (gross $6,000) or less.

Comparing by year graduated, a significantly larger percentage of 1976 graduates (18%) made less than $1.50 which follows the statistics on the 1976 class having a significantly larger percentage receiving assistance. In this study the trend was those out of school longer were in the higher wage bracket.

C. Rent Costs

Slightly more than half (51%) of the graduates pay no rent. But, when compared to the percentage of graduates living with their parents (63%), it isn't a surprising figure. The other breakdowns were: 20% of the graduates pay $60.00 or less per month (most were male - 73%), 28% pay between $60.00 and $150.00 per month and 1% pay between $150.00 and $225.00 per month. Also, the majority of graduates had had no housing changes since graduation (58%).

D. Living Expenses

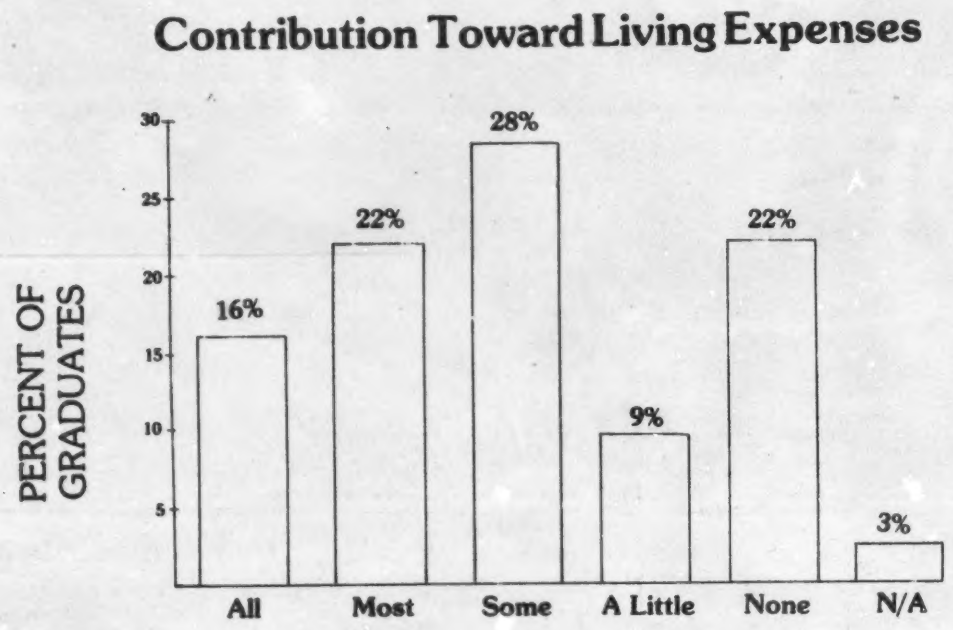

FIGURE 11

Graduates were asked what part of their living expenses they pay. Thirty-eight percent pay all to most of their expenses, 28% pay some, 9% a little and 22% pay nothing. The largest percentage of males were paying "most" of their living expenses and the largest percentage of females were paying "none" of their living expenses. This could be due, in large, to the larger number of females married or housewives. There was no significant difference by year graduated.

E. Automobile

Approximately half (53%) of the graduates have a driver's license. There is a significant difference between this figure and the figure we obtained on students who were mainstreamed into driver education (see Figure 3). Most of those who had a license were male and there was a steady increase from 1974 (40%) to 1977 (60%) who had licenses.

Thirty-seven percent own an auto with 57% of those being male.

F. Mobility To and From Work

Most of the graduates (35%) have their parents take them to and from work. The next highest percentage drive themselves (29%) with the following breakdown for the other categories:

1.) MTA (Mass Transit Authority) - 12%.
2.) Car Pool - 9%.
3.) Walk - 8%.
4.) Special Bus - 5%.

G. Savings and Checking Accounts

Sixty-three percent of the graduates have a savings account. An analysis by sex shows 97% of the males have a savings account and 42% of the females have a savings account.

The use of checking accounts is traditionally a part of the secondary curriculum and receives a lot of emphasis. The study showed only 18% of the graduates have a checking account.

No significant difference was noted by year graduated in either area.

Section IV

ANECDOTAL RESPONSES

Anecdotes from various personal comments on the work study program, feelings about special education in general, and on employment were compiled from the interviews. These comments were made both by former work study students and parents.

Categories for Comments:

I. Work Study Program - Job Aspect
II. Academic
III. Vocational Rehabilitation
IV. After High School
V. Special Education in Elementary School
VI. Miscellaneous Personal
VII. Social
VIII. Leisure Time Activities

I. Work Study Program-Job Aspect

A female graduate of the work study program felt her job in a day care center as part of Work Study was not consistent enough to represent true employment. She was often told not to come because there was not enough work.

A parent of a male work study graduate felt the work experience in high school was inadequate because no "slot" was made for her son, nor was he given advice.

The mother of a male work study graduate felt that in a job placement, her son was very isolated from follow-up and contact with the counselor. She felt the job experience in high school was not at all helpful in his getting a job.

A male work study graduate felt the work study program was monotonous at times. He suggested that there be more field trips to Science Center, art center, Salisbury House, and historical building.

A female work study graduate felt that work study was a waste of time. She thought that she had to spend too much time in Home Economics.

A mother of a female work study graduate said she did not like aspects of work study program. It was suggested in high school that her daughter clean the rest rooms, and the mother felt this sort of assignment created a stigma on special education students.

A mother of a female work study graduate felt that work study is a marvelous program for her daughter's needs.

A female work study graduate who is not employed at present but who plans to go into motorcycle repair business with her husband felt she needed more practical training in the work study program.

The parents of a female work study graduate felt the program did the best it could with their daughter's limited abilities, and that the program was adequate.

II. Academic

A female work study graduate commented on question fifty-one of the survey about being prepared for practical reading. She felt that more sophisticated and interesting reading was needed to challenge students, rather than Weekly Readers.

Mother of a male work study graduate felt that he does not presently apply his training to handling money and making change.

A mother of a female graduate felt that special education in the lower grades did not meet her daughter's needs.

A female graduate: In typing class in high school, she had to drop out because work went too quickly for her and the other kids made fun of her for being slow. Her mother felt a lack of communication between home and school until there was a change of teachers.

One former work study student felt that more emphasis on academics, math, reading, writing and spelling definitions was needed.

A male work study graduate said "Didn't do me no good." in speaking of regular courses. "Didn't teach me skills." He wanted to learn more things about the outside world.

A parent of a male work study graduate felt that the work study teacher should teach basics. Then after a few months, the teacher should know where there are weaknesses in the students and work on them. The teacher had suggested that the student remain for another year to work on reading. However, the student wanted to graduate and go out and make money.

A male work study graduate said there is a need to include legal rights in education and that students should know who they can contact to act as an advocate.

A female work study graduate felt more emphasis was needed on money skills.

A male work study graduate and his parents felt that the junior high program "didn't do him a damn bit of good".

A female work study graduate commented that there needed to be more challenging and difficult work. She found it difficult to break out of the "dummy" image, and felt that the work needed to be geared more to the abilities, needs, and interests of the class.

III. Vocational Rehabilitation

A female work study graduate stopped contact with Vocational Rehabilitation because she was tired of the counselor checking on her at work. She felt downgraded in front of her employer.

IV. After High School

A mother of a male former work study student felt her son had bad experiences after high school and fell apart.

The mother of a male work study graduate described the ordeal she went through in finding a niche for her son.

A female work study graduate felt she was mislead throughout school because the school indicated on her report cards that she was making progress even when she wasn't. Upon graduation, she felt disillusioned with the lack of employment opportunities. She is presently working with her mother in a motel.

V. Special Education in Elementary School

A former work study student, a young woman, felt special education in grade school was good. Doctors had said that mentally she would not get past the age of five, but through the help of the school program, she did. She learned to read and write, which was not expected.

VI. Miscellaneous Personal

A female work study graduate felt that as she becomes older, life becomes boring. She likes to go to bed so she can dream about interesting things and finds her dreams more interesting than her life.

A male work study graduate hated to leave high school because he was popular and was made one of the managers of the football team.

A male work study graduate would like to date, but feels girls do not like him.

A female work study student said her unhappiness in school was caused by outside interference of the regular students. Her teacher saw to it that the harrassment stopped.

A mother of a male work study student commented that he felt McDonald's would close if he didn't show up for work.

VII. Social

A parent expressed a need for opportunities for socialization. Her son was not that interested. He said, "Mom, you know as well as I do that when you get a bunch of guys together, they run in a gang, and it can lead to trouble."

VIII. Leisure Time Activities

Choices given on the questionnaire were auto repair, sewing, movies, bowling, television, attending sports events, gardening, arts/crafts, cooking.

Other activities former work study students enjoy that were not included in the questionnaire are:

camping and fishing
motorcycle repair and meets
baseball
reading
swimming
crossword puzzles
taking walks
golfing, swimming
attending special olympics and liking animals
attending horse shows
church
listening to records
taking short trips
driving around
basketball
skating (roller)
television repair
eating and sleeping
staying at home and visiting a few lounges on weekends
playing pool
socializing

Section V

RECOMMENDATIONS

The following recommendations are based upon the observations resulting from this study. The authors based the recommendations upon inferences and interpretations drawn from the observations.

1. Parents, schools and community agencies in contact with the mildly mentally disabled need to communicate and cooperate their endeavors in developing activities and opportunities leading towards student knowledge and practice of acceptable social skills. Specifically, emphasis should be stressed in identifying needs and emotions, knowledge of appropriate social behavior needed for acceptance, and the maintenance of interpersonal skills.
2. Schools and community agencies need to intensify efforts for the mildly mentally disabled to develop skills in mobility training. The emphasis should be not only on the opportunities at the local level (e.g., taxis, MTA) but mobility beyond the local community. This would involve both knowledge and practical experience with all forms of public transportation.
3. Schools need to promote involvement and active participation of midly mentally disabled students in school activities, clubs, and organizations that can contribute towards lifetime recreational skills.
4. There is a critical need for post high school programming including both academic and vocational training for the mildly mentally disabled graduate. Adult education programs and community colleges need to develop and implement more extensive programs in all areas relating to the needs and abilities of this population. These programs must be geared beyond entry level job opportunities and respond to the female graduates.
5. Rehabilitation, Educational Services Branch (Voc. Rehab.) should extend follow-up of program graduates to the age of 21 or for two years beyond graduation, whichever is longer, to insure vocational assimilation. This extention of closure time is dictated by the high percentage of unemployed and underemployed graduates. Concurrently, the Work Study Program curriculum needs to make the student and family aware of the various local, state and federal agencies available to them. This should include knowledge of guidelines, procedures, personnel and location of these resources.

6. There is a need for the schools to develop a competency-based curriculum, emphasizing daily living, personal/social, and occupational skills.
7. There is a need for the schools to incorporate career awareness, accomodation, exploration and preparation into the curriculum at all levels. Specifically, exploration needs to be varied, outside of school facilities, short term (2 to 3 months) with specified goals and objectives. Vocational preparation should provide experiences leading toward specific skill training beyond entry level jobs.
8. There is a need to develop communication and coordination between existing vocational programs so as to incorporate mildly mentally disabled students into those existing programs. This should include the continum from sheltered workshops to technical trades.
9. The school and community agencies need to facilitate a training program for parents. Observations from this research continually support the fact that Work Study Program graduates remain dependent upon the immediate family in the areas of financial support, housing and mobility.

This follow-up study supports the fact that many of the Work Study graduates are not adjusting satisfactorily to employment and community living. This is due to the lack of social skills, the lack of opportunities to upgrade daily living and vocational skills, lack of knowledge of available community resources or the lack of finances in a more complex and demanding society. The recommendations presented above are intended to strengthen school curricula and to address community resources to the needs of this population.

Section VI

TABLES

1. Reported Unemployment for the Mildly Mentally Disabled
2. Minimum Wage Rates
3. Earned Wages
4. Success Percentage of M.R. Graduates
5. Percentage of Unemployment from Closure to Follow-Up
6. Law Violations
7. Graduates by Attendance Center and Year Graduated

Table 1

Reported Unemployment for the Mildly Mentally Disabled

Study	Unemployment Percentage
McPherson and Stephens (1964)	.11
Warren (1965)	.10 and .19
Deno (1965)	.27
Kidd (1966)	.19
Howe (1967)	.15
Chaffin et. al. (1967)	.09
Spellman (1968)	.14-52
Pratt and Farr (1969)	.10
Doleshal and Jackson (1970)	.34
Dearborn Public Schools (1970)	.11
Titus (1973)	.03
Brolin (1975)	.44
Kidd (1975)	.08

Table 2

Minimum Wage Rates

Effective Date	Non-Farm Workers Pre 1966	Non-Farm Workers Post 1966	Farm Workers
February 1967	$1.40	$1.00	$1.00
" 1968	1.60	1.15	1.15
" 1969		1.30	1.30
" 1970		1.45	
" 1971		1.60	
May 1974	2.00	1.90	1.60
January 1975	2.10	2.00	1.80
January 1976	2.30	2.20	2.00
January 1977	2.30	2.30	2.20
January 1978	2.65		2.30
January 1979	2.90		

Table 3

Earned Wages

Study	
Deno (1965)	15% of the males in the study were making over $61/week @40 hr/week, average/hour would be $1.525). 20% of the females were making over $40/week (@ 40 hr/week, average/hour would be $1.00).
Reiter (1967)	50% of graduates were paid over the minimum wage.
Kidd (1967)	48 of 169 graduates working were earning more than $1.50/hour.
Titus (1973)	The range of wages reported was from $1.40/hour to $3.45/hour.
Shanyfelt (1974)	The graduates earned around the minimum wage.
Brolin (1975)	$70/week was reported as the average wage (@ 40 hours/week, average/hour would be $1.75).

Table 4

Success Percentage of MR Graduates

N = 383

Cobb (1972)

	Male	Female	Both
Very successful	15	20	17
Intermediate	66	58	63
Very unsuccessful	19	22	20
	100%	100%	100%

Table 5

Percentage of Employment from Closure to Follow-Up
Doleshal and Jackson (1970)

Percentage of Time Employed	Clients Number	Employed Percent
01 - 19	7	3.7
20 - 39	16	8.0
40 - 59	14	7.0
60 - 79	13	6.5
80 - 99	18	9.0
100	131	65.8
TOTALS	199	100.00

Table 6

Law Violations

Peck and Stephens (1968)

No Law Violations	.56
Very Minor Violations	.10
Minor Violations	.12
Serious Violations	.17
Very Serious Violations	.05

Table 7

Graduates by Attendance Center and Year Graduated

Population (n=76)

	74	75	76	77	78
Ankeny	0	0	1	2	5
Colfax	1	2	0	0	0
East	0	4	3	3	0
Lincoln	4	2	2	2	0
Monroe	1	1	0	1	0
Newton	5	4	6	2	0
North	2	1	2	0	0
Roosevelt	1	0	3	1	0
Saydel	0	0	0	0	1
SE Polk	0	3	0	2	0
Valley	1	2	0	6	0
	15	19	17	19	6
	19.7%	25%	22.4%	25%	7.9%

M=43 56.6%

F-33 43.4%

Section VII

Appendix A

Follow-Up Study of Work Study
Graduates in Special Education Programs
Located in the Eastern and Central
Zones of Heartland Area Education Agency

This study is undertaken to investigate the post-high school status of graduates of the Work-Study Program in the Eastern and Central Zones of Heartland Area Education Agency.

Aspects to be considered in the study include employment, adaptation to the community, and use of community resources. Results of the study will be used as part of the continuing effort to improve the effectiveness of work-study programs for educable mentally disabled students.

The scope of the study is limited to the Eastern and Central Zones. It is intended to serve as a pilot study that will provide a procedural and methodological framework which can be used for all of the Heartland Area Education Agency in the future.

Heartland Education Agency
1932 S.W. Third Street
Ankeny, Iowa 50021

Release of Information Form
for Follow-Up Study Conducted by
the Heartland Area Education Agency

The purpose of this study of former students in work-study programs has been explained to me. I realize that the results of this study will be used to help improve the school program. The information that I provide is confidential and will not be reported in such a manner as to identify me as part of this study.

I give my permission for information that I provide to be used as part of this study.

Signed _____ Date _____

Heartland Education Agency
1932 S.W. Third Street
Ankeny, Iowa 50021

CONTROL INFORMATION

Data Process

Name _____

Address _____ City _____

Date of Birth _____

1. Sex (1) Male (2) Female — 1. ____ (1)

2. High School — 2. ____ (2)
(1) Ankeny (2) Colfax
(3) Monroe (4) Newton
(5) Saydel (6) S.E. Polk

3. High School — 3. ____ (3)
(1) East (2) Lincoln (3) North (4) Roosevelt

4. Year Graduated — 4. ____ (4)
(1) 1974 (2) 1975 (3) 1976 (4) 1977

5. Length of Time in Special Education — 5. ____ (5)
(1) 3 (2) 4-5 (3) 6-7 (4) 8-9 (5) over 10

6. Current Age — 6. ____ (6)
(1) 18 (2) 19 (3) 20 (4) 21 (5) 22 (6) 23

MARITAL STATUS

7. Marital Status — 7. ____ (7)
(1) Single (2) Married (3) Divorced

8. Length of Time Married — 8. ____ (8)
(1) Less than 1 year (2) 2-3 (3) 4-5 (4) over 5
(5) Not Applicable

9. Number of Children — 9. ____ (9)
(1) 0 (2) 1 (3) 2 (4) 3 or more

10. Met Spouse — 10. ____ (10)
(1) School (2) Work (3) Family/Friends
(4) Church (5) Social Activities (6) Other
(7) Not Applicable

11. If Single — 11. ____ (11)
(1) Engaged (2) Steady Boy/Girl Friend
(3) Date Frequently (4) Seldom Date
(5) Never Date (6) Not Applicable

HOUSING/MOBILITY

Data Process

12. Current Housing
    (1) Parent's Home (2) Rented Room/Apartment
    (3) Rented House (4) Own Home — 12. ____ (12)

13. Amount of Monthly Rent
    (1) Less than $60 (2) $60-$150 (3) $150-$225
    (4) Over $225 (5) Does Not Pay Rent — 13. ____ (13)

14. Length of Time in Current Residence
    (1) Less than 1 year (2) 2-3 (3) 3-4
    (4) 5 or over — 14. ____ (14)

15. Number of Housing Changes Since Graduation
    (1) 0 (2) 1-2 (3) 3-4 (4) 5 or Over — 15. ____ (15)

16. Number of People Living in Dwelling
    (1) 1 (2) 2 (3) 3 (4) 4 or Over
    (5) 5 or Over — 16. ____ (16)

17. Number of Bedrooms
    (1) Efficiency (2) 1 (3) 2 (4) 3 or Over — 17. ____ (17)

18. Distance From Current Residence to Parent's Home
    (1) 0 (2) Less than 1 mile (3) 2-4 miles
    (4) 5-7 miles (5) 8 miles or over — 18. ____ (18)

MILITARY SERVICE

19. Military Involvement
    (1) Not Applicable (2) Rejected (3) Served — 19. ____ (19)

20. Discharge
    (1) Honorable (2) Medical (3) Dishonorable
    (4) Not Applicable — 20. ____ (20)

EDUCATIONAL INFORMATION

21. Age placed in Special Education
    (1) 6-7 (2) 8-9 (3) 10-11 (4) 12-13
    (5) 14-15 — 21. ____ (21)

Were Special Education students mixed with regular education students in terms of:

22. Home Room
    (1) Yes (2) No (3) Not Applicable — 22. ____ (22)

23. Integration into Regular Industrial Arts, Shop or Vocational Class
    (1) Yes (2) No (3) Not Applicable — 23. ____ (23)

Data Process

24. Integration into Home Economics
(1) Yes (2) No (3) Not Applicable — 24. _____ (24)

25. Integration into Art
(1) Yes (2) No (3) Not Applicable — 25. _____ (25)

26. Integration into Music
(1) Yes (2) No (3) Not Applicable — 26. _____ (26)

27. Integration into Typing/Business
(1) Yes (2) No (3) Not Applicable — 27. _____ (27)

28. Integration into Physical Education
(1) Yes (2) No (3) Not Applicable — 28. _____ (28)

29. Integration into Driver's Education
(1) Yes (2) No (3) Not Applicable — 29. _____ (29)

To what degree were you involved in the following during high school:

30. Participation in School Clubs
(1) Not at all (2) Infrequently (3) Usually
(4) Almost always — 30. _____ (30)

31. Attended Football Games
(1) Not at all (2) Infrequently (3) Usually
(4) Almost always — 31. _____ (31)

32. Attended Basketball Games
(1) Not at all (2) Infrequently (3) Usually
(4) Almost always — 32. _____ (32)

33. Attended Dances
(1) Not at all (2) Infrequently (3) Usually
(4) Almost always — 33. _____ (33)

34. Attended Special Education Industrial Arts
(1) Yes (2) No (3) Not Applicable — 34. _____ (34)

35. Attended Special Education Home Economics
(1) Yes (2) No (3) Not Applicable — 35. _____ (35)

36. Attended Special Education Art
(1) Yes (2) No (3) Not Applicable — 36. _____ (36)

WORK EXPERIENCE PROGRAM

37. Did you have a paid job as part of your high school program?
(1) Yes (2) No (3) A non-paid job — 37. _____ (37)

Data Process

38. When did you start to work on a paid basis as part of your high school program?
(1) 9th (2) 10th (3) 11th (4) 12th

38. _____ (38)

39. Did you ever work for pay on a regular basis before the job that was part of your high school program?
(1) Yes (2) No

39. _____ (39)

40. Who was responsible for your job placement?
(1) Work-Study Teacher (2) Counselor (3) RESB
(4) Work Experience Instructor (5) Parent/Family
(6) Friends (7) Employment Agency (8) Newspaper

40. _____ (40)

41. How many different paid jobs did you have as part of your high school program?
(1) Not Applicable (2) 1-2 (3) 3-4
(4) 5 or more

41. _____ (41)

42. How helpful do you feel your work experience during school was in getting you ready for full-time employment?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

42. _____ (42)

43. How helpful do you feel your work experience during school was in building your confidence as a worker?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

43. _____ (43)

44. How helpful do you feel your work experience during school was in helping you to learn to get along with your boss?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

44. _____ (44)

45. How helpful do you feel your work experience during school was in helping you to learn to get along with your fellow workers?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

45. _____ (45)

46. How helpful do you feel your work experience during school was in helping you to learn to get along with strangers?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

46. _____ (46)

47. How helpful do you feel your work experience during school was in helping you learn to prepare for the skills you need on your <u>present</u> job?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful (5) N/A

47. _____ (47)

Data Process

48. How helpful do you feel your work experience during school was in helping you to get a job?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

48. _____ (48)

49. How helpful do you feel your school program was in preparing you as a worker?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

49. _____ (49)

50. How helpful do you feel your school program was in preparing you in general homemaking skills like cooking, cleaning, doing laundry, etc.?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

50. _____ (50)

51. How helpful do you feel your school program was in preparing you in reading such things as a newspaper, ads, menus, TV programs, weather?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

51. _____ (51)

52. How helpful do you feel your school program was in preparing you to handle money, understanding your paycheck, taxes, making change, etc.?
(1) Greatly helpful (2) Somewhat helpful
(3) Only a little helpful (4) Not helpful
(5) Not Applicable

52. _____ (52)

POST-SCHOOL TRAINING

Have you taken any of the following training since graduation from high school:

53. Academic Classes
(1) Yes (2) No Specify_____

53. _____ (53)

54. Consumer Education Classes
(1) Yes (2) No Specify_____

54. _____ (54)

55. Vocational Classes
(1) Yes (2) No Specify_____

55. _____ (55)

56. Apprentice Training
(1) Yes (2) No Specify_____

56. _____ (56)

Data Process

CURRENT EMPLOYMENT STATUS

57. Are you currently employed?
(1) Yes (2) No (3) Homemaker
Specify_____
What _____
Where_____ 57. _____ (57)

58. Have you been employed since graduation?
(1) Yes (2) No (3) Homemaker
Specify_____
What_____
Where_ _____ 58. _____ (58)

59. How long have you been employed there?
(1) Less than 6 months (2) 6-12 months
(3) 12-24 months (4) 24-36 months (5) N/A 59. _____ (59)

60. How many hours a week do you work?
(1) 0-15 (2) 15-25 (3) 25-35 (4) 35 or over
(5) Not Applicable 60. _____ (60)

61. How many different jobs have you had since you completed high school?
(1) 0 (2) 1-2 (3) 3-4 (4) 5-6
(5) 7 or more (6) Not Applicable 61. _____ (61)

62. How did you find your present job?
(1) Work-Study Teacher (2) Counselor (3) RESB
(4) Work Experience Instructor (5) Parent/Family
(6) Friends (7) Employment Agency (8) Newspaper
(9) Not Applicable 62. _____ (62)

63. What is your hourly wage?
(1) Less than $1.50 (2) $1.50 - $2.00
(3) $2.00 - $2.50 (4) $2.50 - $3.00
(5) $3.00 - $3.50 (6) Over $3.50 (7) $3.50 - $5.00
(8) Over $5.00 (9) Not Applicable 63. _____ (63)

64. How do you get to work?
(1) Walk (2) Car Pool (3) MTA (4) Drive
(5) Hitch Hike (6) Not Applicable 64. _____ (64)

65. What part of your living expense do you pay?
(1) All (2) Most (3) Some (4) A little
(5) None (6) Not Applicable 65. _____ (65)

66. Are you receiving any assistance?
(1) Yes (2) No Specify Type/Length_____ 66. _____ (66)

Data Process

GENERAL INFORMATION

67. Do you have a driver's license?
(1) Yes (2) No

68. Do you have a car?
(1) Yes (2) No

69. Number of traffic violations in the last year
(1) 0 (2) 1-2 (3) 3-4 (4) 4 or more

70. Other than traffic violations, have you been arrested since graduation?
(1) Yes (2) No Specify_____

71. Have you had any help from RESB (Vocational Rehabilitation) since graduation?
(1) Yes (2) No Specify_____

72. Do you have a savings account?
(1) Yes (2) No

73. Do you have a checking account?
(1) Yes (2) No

74. Has your checking account ever been overdrawn?
(1) Yes (2) No (3) Not Applicable

75. Do you use any credit cards?
(1) Yes (2) No Specify_____

76. Do you make monthly payments on your credit cards?
(1) Yes (2) No
Specify cards and purchases_____
_____

77. Where do you presently live in relationship to your high school?
(1) Walking distance (2) 3-4 miles (3) over 4 miles

78. What did you do during your last vacation time from work?
(1) No vacation (2) Stayed at home
(3) Trips in city (4) Trips outside city
(5) Trips outside state

79. Do you belong to any clubs or organizations?
(1) Yes (2) No
Specify_____

80. How do you use your leisure time?
(1) Auto Repair (2) Sewing (3) Movies (4) Bowling
(5) TV (6) Attend sports events (7) Gardening
(8) Art/crafts (9) Cooking

67. _____ (67)

68. _____ (68)

69. _____ (69)

70. _____ (70)

71. _____ (71)

72. _____ (72)

73. _____ (73)

74. _____ (74)

75. _____ (75)

76. _____ (76)

77. _____ (77)

78. _____ (78)

79. _____ (79)

80. _____ (80)

Appendix B

CURRENT OCCUPATIONS
FOLLOW-UP STUDY OF WORK STUDY
GRADUATES IN SPECIAL EDUCATION PROGRAMS
LOCATED IN THE EASTERN AND CENTRAL
ZONES OF HEARTLAND AREA EDUCATION AGENCY

Cleans motors
Bus Boy
Custodian
Dishwasher
General Maintenance
Distributor
Janitor
Bale Newspaper
Dishwasher
Medical Records
Printing
Road Builder
Custodial/Kitchen
Ride Operator (Adventureland)
Housekeeping
Shipping/Receiving
Put Motor Clamps Together
Nurses Aide
Custodial
Sewing
Sewing Stuffed Animals
Housekeeping
Waitress
Homemaker
Motel Maid
Homemaker
Kitchen/Serving
Homemaker
Dishwashing
Laborer
Cheese Making/General Maintenance
Desk Clerk
Stockboy/Carryout
Bus Girl
Homemaker
Nurses Aide
Janitor
Laborer/Custodial
Cook
Woodworking
Homemaking
Janitor
Prep Cook/Janitor
Contract Work (COC-Pella)
Training Job at Woodward
Infantry (U.S. Army)
Custodian
Picking Up Paper
Farming
Homemaker
Custodian
Dishwasher
Homemaker
Salad Maker
Army
Janitor
Homemaker
Assemble Muffler Clamps
Goodwill (various jobs)
Laundry Person
Welder

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